Flexible Grouping from DIBELS Data

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Objectives of the Session

- Participants will look at data in a variety of ways
- Participants will make informed instructional decisions based on data
- Participants will create flexible groups based on need and determine instructional needs

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Research

"Data-driven decision-making can be defined as the process of selecting, gathering and analyzing data to address school improvement or student achievement problems and challenges and acting on those findings." Steifer, 2002, pg 8

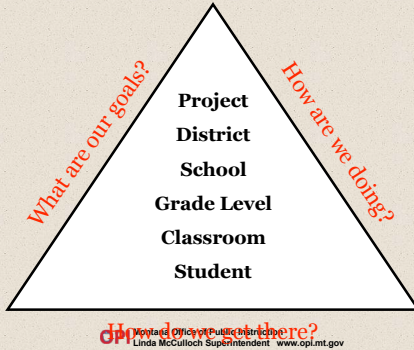"Assessment data provides meaningful guidance in the process of continuous improvement." National Staff Development Council, 2001, pg 4

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Three Guiding Questions

What are our goals?   *How are we doing?*

Project
District
School
Grade Level
Classroom
Student

How did we get there?

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What Are Our Goals?

- At a project level?
- At a district level?
- At a school level?
- At a grade level?
- At a classroom level?
- At a student level?

Creating a common goal for all parties involved to work toward will be a force to be reckoned with!

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Guiding Questions

- How are we doing in comparison to other *xyz*?
- What are the successful *xyz* doing that can be shared &/or replicated?

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How are We Doing?

- How are we at keeping benchmark students at benchmark?
- How are we at moving our strategic students?
- How are we at moving our intensive students?
- What professional development needs to be provided to implement those changes?
- Which students in interventions actually made adequate growth?

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Guiding Questions

- Which did not make adequate growth?
- How well are the interventions matching the skill deficits of the children in the group?
- How can the instruction be intensified to move the students as fast as we can but as slow as we have to?
- Is restructuring needed?

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Summary of Impact Report

DIBELS - Oral Reading Fluency
Fall of 1st Grade to Winter of 1st Grade

Impact of Benchmark Curriculum				Impact of Strategic Support Program				Impact of Intensive Support Program			
Students at Benchmark at Fall of Year	Fall DORF Score	Winter DORF Score	Reached Winter Target of 20	Students at Strategic at Fall of Year	Fall DORF Score	Winter DORF Score	Reached Winter Target of 20	Students at Intensive at Fall of Year	Fall DORF Score	Winter DORF Score	Reached Winter Target of 20
	17				13					0	
	39		✓		44		✓			9	s
	24				22		✓			0	
	21		✓		6		i			8	s
	26		✓		16					9	s
	39		✓		21		✓			9	s
	63		✓		13					9	s
	15				11						
	26		✓		14				Increased to Strategic 5/7 = 71%			
	52		✓		5		i				
	19				13				Increased to Benchmark 0/7 = 0%			
	32		✓		17						
	171		✓		9						
	81		✓		12						
	20										
	10			Lost 2/14 = 14%							
	19			Increased to Benchmark 3/14 = 21%							
	50		✓								
Lost 5/18 = 28%											
Average Sco	Maintained Benchmark 13/18 = 72%			Average Score: 0 15 Count: 3/14 Percent: 21%				Average Score: 0 0 Count: 0/7 Percent: 0%			

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ade: 1

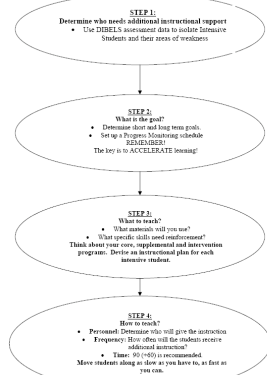| Student	PSF Score	PSF Percentile	NWF Score	NWF Percentile	RTF Score	RTF Percentile	WUF Score	WUF Percentile	DORF Score	DORF Percentile	Instructional Recommendations*
	40	15.4	140	>99	42	>99	60	74.4	171	>99	Benchmark - At grade level
	59	53.8	50	20.5	12	75.9	52	48.7	63	97.4	Benchmark - At grade level
	70	94.9	84	82.1	10	66.7	70	92.3	62	94.9	Benchmark - At grade level
	54	20.5	55	43.6	26	97.4	51	41.0	61	92.3	Benchmark - At grade level
	64	79.5	87	87.2	10	66.7	62	79.5	50	89.7	Benchmark - At grade level
Benchmark	55	35.9	75	76.9	2	33.3	43	12.8	44	87.2	Benchmark - At grade level
17/40=43%	63	69.2	117	97.4	11	71.8	46	25.6	39	82.1	Benchmark - At grade level
	60	59.0	56	43.6	22	94.9	44	20.5	39	82.1	Benchmark - At grade level
	58	43.6	51	25.6	21	92.3	52	48.7	32	79.5	Benchmark - At grade level
	54	20.5	60	56.4	11	71.8	55	66.7	26	76.9	Benchmark - At grade level
	63	69.2	66	66.7	19	89.7	67	89.7	25	71.8	Benchmark - At grade level
	55	35.9	75	76.9	7	59.0	54	56.4	25	71.8	Benchmark - At grade level
Strategic	73	97.4	54	35.9	14	84.6	49	33.3	24	59.2	Benchmark - At grade level
20/40=50%	67	89.7	92	92.3	13	82.1	51	41.0	22	66.7	Benchmark - At grade level
	58	43.6	62	59.0	9	61.5	85	>99	21	61.5	Benchmark - At grade level
	61	61.5	64	61.5	3	38.5	73	94.9	21	61.5	Benchmark - At grade level
	57	41.0	94	94.9	4	46.2	43	12.8	20	59.0	Benchmark - At grade level
	77	>99	56	43.6	16	87.2	66	87.2	19	53.8	Strategic - Additional Intervention
	58	43.6	73	71.8	9	61.5	52	48.7	19	53.8	Strategic - Additional Intervention
Intensive	64	79.5	67	69.2	6	53.8	60	74.4	17	48.7	Strategic - Additional Intervention
3/40=8%	65	87.2	53	33.3	3	38.5	46	23.1	17	48.7	Strategic - Additional Intervention
	55	30.8	54	35.9	12	76.9	63	82.1	16	46.2	Strategic - Additional Intervention
	37	10.3	51	25.6	4	46.2	51	41.0	15	43.6	Strategic - Additional Intervention
	61	61.5	74	74.4	5	51.3	55	64.1	14	41.0	Strategic - Additional Intervention
	63	69.2	87	87.2	3	38.5	57	69.2	13	33.3	Strategic - Additional Intervention
	49	17.9	51	25.6	2	33.3	54	56.4	13	33.3	Strategic - Additional Intervention
	62	66.7	59	51.3	0	<1	46	25.6	13	33.3	Strategic - Additional Intervention
	58	43.6	49	17.9	0	<1	58	71.8	12	30.8	Strategic - Additional Intervention
	68	92.3	54	35.9	0	<1	54	56.4	11	28.2	Strategic - Additional Intervention
	28	5.1	84	82.1	1	30.8	37	5.1	10	25.6	Strategic - Additional Intervention
	17	53.8	46	15.4	6	53.8	74	97.4	9	12.8	Strategic - Additional Intervention
	34	7.7	85	84.1	0	<1	50	35.9	9	12.8	Strategic - Additional Intervention
	19	2.6	44	12.8	0	<1	50	35.9	9	12.8	Strategic - Additional Intervention
	63	69.2	59	51.3	0	<1	47	30.9	9	12.8	Strategic - Additional Intervention
	54	20.5	42	7.7	0	<1	43	12.9	9	12.8	Strategic - Additional Intervention
	55	30.8	33	2.6	0	<1	38	7.7	8	10.3	Strategic - Additional Intervention
	64	79.5	40	6.1	0	<1	63	82.1	6	7.7	Intensive - Needs Substantial Intervention
	54	20.5	42	7.7	0	<1	40	10.3	5	5.1	Intensive - Needs Substantial Intervention
	38	12.8	50	20.5	0	<1	36	2.6	0	<1	Strategic - Additional Intervention
	3	<1	14	<1	0	<1	0	<1	0	<1	Intensive - Needs Substantial Intervention

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Decision Factors

- Meeting to discuss data
  - Problem solving approach
  - Protocol for discussions
  - Shared responsibility
- Examining programmatic issues
  - Are students successful in the core program?
  - Does instruction need to be intensified?
  - Is there a need for an intervention program?
  - Does core need to be supplemented?

Instructional Planning Steps

Steps for Instructional Planning and Progress Monitoring

STEP 1:
Determine who needs additional instructional support
- Use DIBELS assessment data to isolate Intensive Students and their areas of weakness

STEP 2:
What is the goal?
- Determine short and long term goals.
- Set up a Progress Monitoring schedule
REMEMBER!
The key is to ACCELERATE learning!

STEP 3:
What to teach?
- What materials will you use?
- What specific skills need reinforcement?
Think about your core, supplemental and intervention programs. Devise an instructional plan for each intensive student.

STEP 4:
How to teach?
- Personnel: Determine who will give the instruction
- Frequency: How often will the students receive additional instruction?
- Time: 90 (+60) is recommended
Move students along as slow as you have to, as fast as you can.

How Do We Get There?

- Determining instructional time
  - Allocated time   - Actual time
  - Engaged time   - Extended time
- Grouping students by common needs
  - Keep high risk group size small (3-5)
  - Reduce group size if not making progress
  - Monitor frequently to regroup
  - Differentiate instruction based on need
  - Consider attitudes, behaviors, and work ethics when forming & modifying groups

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How Do We Get There as Professionals?

- Who needs professional development?
- What specific level of knowledge or skill is expected?
- How, who and when will this support be delivered?
- When will participants implement what they learn?
- How will you know the professional development was successful?

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How Do We Get There?

- Professional development plan should:
  - Examine data to identify instructional needs
  - Be developed collaboratively by leadership team
  - Be grounded in research-based practices
  - Focus on what students need to learn
  - Prepare teachers to use the core, supplemental, & intervention materials
  - Build capacity within the school
  - Be coordinated with district and state PD
  - Provide teachers with a variety of continuous learning opportunities

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Phonics Survey

- Assesses
  - Phonics
  - Phonics related skills
  - Skills needed for beginning reading
- Pseudowords
  - Made up words
  - Assess decoding words
  - Prevents sight word reading
- Helps determine instructional groups
- May be administered every 4-6 weeks

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Why Phonics Surveys?

- Points to areas most beneficial in systematic, explicit phonics instruction
- Shows deficits of skill
- Allows reinforcement of established skills
- Allows for instruction in unconfirmed skills
- Determines when skill is mastered
- Allows for targeted instruction

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Scholastic
red

Teacher Resource ■ *Assessment Tool*

CORE Phonics Survey – Record Form

Name_____

Grade_____ Date_____

SKILLS SUMMARY
Alphabet Skills

___ / 26	Letter names – uppercase
___ / 26	Letter names – lowercase
___ / 23	Consonant sounds
___ / 5	Long vowel sounds
___ / 5	Short vowel sounds

Reading and Decoding Skills

___ / 10	short vowels in CVC words
___ / 10	Short vowels, digraphs, and -tch trigraph
___ / 20	Consonant blends with short vowels
___ / 10	Long vowel spellings
___ / 10	Variant vowels and diphthongs
___ / 10	r- and l-controlled vowels
___ / 24	Multisyllabic words

Spelling Skills

___ / 5	Initial consonants
___ / 5	Final consonants
___ / 5	CVC words
___ / 5	Long vowel spellings

Skills to review:
_____
_____

Skills to teach:
_____

CORE Phonics Screener Flexible Groups

Letter Names: Uppercase	Letter Names: Lowercase	Consonant Sounds	Long Vowel Sounds	Short Vowels	Short Vowels in CVC Words
26/26	26/26	23/23	5/5	5/5	8/10
Student Names	Student Names	Student Names	Student Names	Student Names	Student Names

CORE Phonics Screener Flexible Groups

Short Vowels, Digraphs/-tch	Consonant Blends w/ Short Vowels	Long Vowel Spellings	Variant Vowels and Diphthongs	R- and L-Controlled Vowels	Multisyllabic Words
8/10	16/20	8/10	8/10	8/10	20/24
Student Names	Student Names	Student Names	Student Names	Student Names	Student Names

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CORE Phonics Screener Groups

Letter Names: Uppercase	Letter Names: Lowercase	Consonant Sounds	Long Vowel Sounds	Short Vowels	Short Vowels in CVC Words
Student Names	Student Names	Student Names	Student Names	Student Names	Student Names
					Student 11
					Student 12
					Student 18

CORE Phonics Screener Groups

Short Vowels, Digraphs/-tch	Consonant Blends w/ Short Vowels	Long Vowel Spellings	Variant Vowels and Dipthongs	R- and L-Controlled Vowels	Multisyllabic Words
Student Names	Student Names	Student Names	Student Names	Student Names	Student Names
Student 6	Student 8	Student 3	Student 3	Student 3	Student 1
Student 11	Student 11	Student 5	Student 5	Student 8	Student 2
Student 14	Student 13	Student 11	Student 11	Student 13	Student 3
Student 16	Student 18	Student 17	Student 16	Student 16	
Student 18	Student 20	Student 19	Student 17	Student 17	Not Tested:
Student 20	Student 21	Student 20	Student 18	Student 20	3, 5, 8, 11, 14,
Student 22		Student 22	Student 19	Student 22	15, 16, 16, 17,
			Student 20		18, 19, 20, 22

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Creating Instructional Groups

Another Way to Look at It

KINDERGARTEN INSTRUCTIONAL GROUPS

Group 1:

Facts	Student's Name	LNF Score	ISF Score	Needed Instruction
DIBELS Overall Recommendation – Benchmark				• Continue to use core program • Activities to deepen connections across texts • Advanced students activities • Keep challenging them
LNF – Low Risk ISF – Low Risk				
Passing core program assessments in ALL areas				

Group 2:

Facts	Student's Name	LNF Score	ISF Score	Needed Instruction
DIBELS Overall Recommendation – Benchmark				• Reteach areas of need from core program • Additional practice in these skill areas • Continue to use core program • Activities to deepen connections across texts • Benchmark/Advanced students activities • Keep challenging them
LNF – Low Risk ISF – Low Risk				
Passing core program assessments in SOME areas				

Intensifying Instruction

- **Dynamic Grouping**
  - Changing instructional groups when students progress/struggle
  - Examples
    - Changing an intervention group from 1:5 to 1:3
    - Changing the location of intervention
    - Changing instructor

Intensifying Instruction

- **Dynamic Intensity**
  - Increase opportunities to respond
    - Students should be actively responding (orally, written) 7-10 times per minute
  - Increase instructional pacing
  - Increase intensity of student responses

Intensifying Instruction

- **Dynamic Duration**
  - **Changing time elements of intervention**
  - **Examples:**
    - **Beginning intervention in August rather than October**
    - **Changing the time of day for intervention**
    - **Extending intervention from 30 minutes to 60 minutes**
    - **Allocating more time to phonics activities over phonemic awareness activities**

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Other Ways to Look at Data

- **Fluency Gains Charts**
  - **Determines level of fluency gain**
    - **Maximum Gains**
    - **Average Plus Gains**
    - **Average Gains**
    - **Below Average Gains**
- **Progress Monitoring Charts**
  - **Great visual to determine movement**
  - **Automatically color codes**
  - **Intensive: 2x, strategic: 1x, benchmark: periodically/month**
- **Adequate Progress**
  - **Overall instructional recommendation to key indicator**
  - **Maintaining benchmark**
  - **Strategic to benchmark**
  - **Intensive to strategic**
  - **Intensive to benchmark**
  - **Each state has required percent**

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Fluency Gains Charts

Based on 12 weeks of instruction	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Maximum	≥ 59	≥ 48	≥ 29	≥ 17	≥ 13
Average Plus	42-58	25-47	17-28	11-16	7-12
Average	25-41	17-24	13-16	5-10	1-6
Below Average	< 25	< 17	< 13	< 5	< 1

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Fluency Gains Charts

Fall 2006- Last	First	DORF	IR	Winter 2006- Last	First	DORF	IR	TOTAL GAINS	GAINS PER WEEK FOR 110	Spring 2007- Last	First	DORF	IR	TOTAL GAINS	GAINS PER WEEK
		7	I			7	I	0	8.6					-7	-0.6
		16	I			14	I	-2	8.0					-14	-1.2
		23	I			33	I	10	6.4					-33	-2.8
		49	I			67	S	18	3.6					-67	-5.6
		52	I			69	S	17	3.4					-69	-5.8
		73	S			70	S	-3	3.3					-70	-5.8
		44	I			70	S	26	3.3					-70	-5.8
		45	I			76	S	31	2.8					-76	-6.3
		51	I			81	S	30	2.4					-81	-6.8
		69	S			82	S	13	2.3					-82	-6.8
		58	S			86	S	28	2.0					-86	-7.2
		48	I			89	S	41	1.8					-89	-7.4
		87	B			98	B	11	1.0					-98	-8.2
		67	S			99	B	32	0.9					-99	-8.3
		73	S			116	B	43	-0.5					-116	-9.7
		113	B			142	B							-142	-11.8

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Progress Monitoring Charts

Third Grade

	Sept ORF	Sept ORF	Sept ORF	Sept ORF	Oct ORF	Oct ORF	Oct ORF	Oct ORF	Nov ORF	Nov ORF	Nov ORF
PM	1	2	3	4	5	6	7	8	9	10	11
	92	92	92	92	92	92	92	92	92	92	92
First Name											
Student 1		86		65		81		73		92	
Student 2	71	57	70	61	70	92	78	62	77	94	61
Student 3	15	13	21	20	19		35	19	18	25	22
Student 4	72	76	86	67	95	111	79	62	91	102	55
Student 5	72	59	81	66		94	93	107	94	102	60
Student 6		111		85				113			
Student 7	68	54				66		65		81	
Student 8	86	54	59	75	60		81	65	73	87	55
Student 9		79		58		73		87		94	
Student 10		100		83		113		96		121	
Student 11	49	27	30	40	33	27	44	25	41	35	

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Adequate Progress

DIBELS - Oral Reading Fluency
Fall of 1st Grade to Winter of 1st Grade

Impact of Benchmark Curriculum				Impact of Strategic Support Program				Impact of Intensive Support Program			
Students at Benchmark at Fall of Year	Fall DORF Score	Winter DORF Score	Reached Winter Target of 20	Students at Strategic at Fall of Year	Fall DORF Score	Winter DORF Score	Reached Winter Target of 20	Students at Intensive at Fall of Year	Fall DORF Score	Winter DORF Score	Reached Winter Target of 20
		17				13				0	
		39	✓			44	✓			9	S
		24	✓			22	✓			0	
		21	✓			6	I			8	S
		25	✓			16				9	S
		39	✓			21	✓			9	S
		63	✓			13				9	S
		15				11					
		26	✓			14		Increased to Strategic 5/7 = 71%			
		82	✓			5	I	Increased to Benchmark 0/7 = 0%			
		19				13					
		32	✓			17					
		171	✓			9					
		61	✓			12					
		20	✓								
		10		Lost 2/14 = 14%							
		19		Increased to Benchmark 3/14 = 21%							
		50	✓								
	Lost 5/18 = 28%										
Average Score	Maintained Benchmark 13/18 = 72%			Average Score: 0	15	Count: 3/14 Percent: 21%		Average Score: 0	0	Count: 0/7 Percent: 0%	

AP is 13/18 B + 3/14 S + 5/7 I = 21/39 = 54%

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Each state may determine their own required percentage of progress

Intervention

- Intervention is instruction that enables struggling readers to make rapid progress and read as well as or better than their peers not struggling in reading   Ann Duffy, 2001

- Instruction must be more focused, explicit and systematic
- Instruction must include word identification strategies and reading fluency practice with connected text
- Instruction must provide ample opportunities for guided practice, appropriate levels of scaffolding and responsive feedback   Foorman and Torgeson, 2001

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Quotes

"The true measure of a great team is that it accomplishes the results it sets out to achieve."

"To stay focused, teams must publicly clarify their desired results and keep them visible."   Lencioni, 2005

"Data driven instruction is one of the best things about Reading First, so that the needs of the children can be specifically met."   Elementary Principal

"I don't feel that anyone is getting left behind."   Classroom teacher

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"This has given me more things to celebrate through repeated progress monitoring and testing. I have a chance to celebrate even the little gains. It also gives me direction and focus for my teaching and for grouping."   **Classroom teacher**

"Having used DIBELS, I know better how to give strategic support more effectively and efficiently. One of the most useful things I've learned is to identify at-risk students early in the year and to be consistent with intervention groups. DIBELS has helped me to teach more strategically to students at the lower end of the learning profile. The most dramatic impact on my teaching has been the realization of the importance of fluency – not just knowing letters and sounds, but knowing them rapidly and accurately. I don't feel that anyone is getting left behind."   **Kindergarten teacher**

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Resource Pages

- Creating Instructional Groups Flow Chart
- Grade Level Instructional Groups Chart
- Instructional Planning Steps Flow Chart
- Phonics Screener Table
- Fluency Gains Chart
- Flexible Grouping
- ktiefenthaler@mt.gov for electronic version
  – Fluency gains charts
  – Progress monitoring color coding

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